Our aim is to develop responsible users of the internet and emerging technologies

Pupils will develop the skills to use information wisely and well

They should know what to do to avoid embarrassment or humiliation

They should know how to avoid harmful behaviours and what to do if they come across any

We have a responsibility to make sure they know what to do to stay safe online and in the real world

E Safety is not just about teaching technical skills or putting filters in place to protect pupils but also developing their perceptions to know when there could potentially be a danger and how to avoid it or deal with difficult situations online.

Most teaching of E Safety will be through PHSE, ICT, Citizenship and Literacy. Teachers will also use opportunities throughout the curriculum to reinforce safe internet use and to deal with issues such as evaluating information and copyright.

There is a balance to be struck particularly with young children between encouraging the safe use of ICT and making them fearful of using it. The aim is not to discourage use of ICT but to give children the experience, skills and knowledge to use it sensibly and safely. The internet is a powerful and exciting tool and when used with safety guidelines in place it can provide many benefits to children's learning.

Key Stage 1

In KS1 children develop an understanding of different means of communication using technology they learn it is important that they must know the person they are communicating with. They begin to learn about the Internet and use websites under supervision to play games and look for information. They learn that some websites have advertising on them. They start to use passwords to access ICT at school and at home and know it is important to keep passwords private. They learn that you should ask for permission to copy some things from the Internet because they belong to other people. They learn what to do if they come across something unsuitable or something they don't like on the Internet. They learn that they should be polite and respectful when communicating on the Internet just as they would be in real life.

Lower Key Stage 2

In years 3 & 4 children develop more independence when using the Internet. They carry out searches for information using child friendly search engines. They begin to assess the information they find online for its accuracy and fitness for purpose. They discuss the use of communication tools, what it may be unsafe to reveal when using these tools and when the use of a nick name will help to keep them safe online. When using email they begin to develop an awareness of spam and some of the risks when opening an attachment. They learn that some material on the Internet is copyrighted and they should acknowledge the sources of information they use in reports or presentations. They understand that sometimes new technologies can be used inappropriately by others, including their peers and they know what to do if anything they are unhappy about happens to themselves or others.

Upper Key Stage 2

In years 5&6 children develop a greater understanding of the potential risks in using online communications and can develop skills to help them manage those risks. They begin to use collaboration tools responsibly with guidance. They can create and use strong passwords. They take more responsibility for their own safety and the wellbeing of others, recognising the right to be treated with respect and courtesy online. They use the Internet with growing independence and are beginning to refine their skills of assessing information for accuracy, bias and commercial interests.

<table>
<tr><td colspan="3" align="center">**Safe and Responsible Use – E Safety**</td></tr>
<tr><td colspan="3" align="center">**Key Stage 1**</td></tr>
<tr><td colspan="3">**Aims:** Pupils are responsible, competent, confident and creative users of information and communication technology.

POS KS1
Pupils should be taught to:

- recognise common uses of information technology beyond school

- use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</td></tr>
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Year group	Skill / Capability / Concepts / Knowledge / Key skills / Objectives	Key Vocabulary
1	- Know and follow the school's safer internet rules. - Make decisions about whether or not statements or images found on the internet are likely to be true. - Identify different devices that can go on the internet, and separate those that do not. - Identify what things count as personal information. - Identify when inappropriate content is accessed and know how to act appropriately - Use a password to access a secure network and know that it is important to keep this 'safe'.	Internet, cyber, device, password, protect, personal information, inappropriate, content, safe, secure, website, technology, respect, real, imaginary, safety rules, log on,
Year group	**Skill / Capability / Concepts / Knowledge / Key skills / Objectives**	**Key Vocabulary**
2	- Identify obviously false information in a variety of contexts and begin to evaluate and know that everything on the internet is not true. - Understand that websites sometimes include pop-ups that take them away from the main site and how to continue their research. - Recognise that a variety of devices (XBox, PSP etc as well as computers and phones) connect users with other people and some of the advantages and disadvantages of these. - Identify personal information that should be kept private and know what to do and how to act when they feel something is inappropriate. - Know it is important to consider other people's feelings on the internet. - Understand that there are different methods of communication (e.g. email, online forums etc) and the differences between them. - Know that it is not always possible or correct to copy text and pictures from the internet. - Know how to bookmark and save sites as favourites.	e-safety rules, websites, network, online / offline, content, safe, secure, technology, respect, privacy, personal information. pop-ups, devices, inappropriate, forum, wiki, blog, e-mail, bookmark, copyright, decisions and choices. .

	Safe and Responsible Use – E Safety	
	Lower Key Stage 2	
Year group	**Skill / Capability / Concepts / Knowledge/ Key skills / Objectives**	**Key Vocabulary**
3	• Know and follow the school's safer internet rules. • Be able to question the "validity" of what they see on the internet that it may not be accurate or reliable and may be used for bias, manipulation or persuasion. • Use a browser address bar not just search box and shortcuts. • Understand the need for rules to keep them safe when exchanging learning and ideas online. • Recognise the difference between copying the work of others (plagiarism) and re-presenting materials which are new. • Think before sending and suggest consequences of sending/posting. • Recognise online behaviour that would be unfair and how to report this.	e-safety rules, Validity, browser, shortcut, consequences and choices, behaviour, password, personal information, social media, report, cyberbullying, age appropriate, wiki, forum, blog.
Year group	**POS / Skill / Capability / Concepts / Knowledge / Key skills / Objectives**	**Key Vocabulary**
4	• Recognise social networking sites and social networking features built into other things (such as online games and handheld games consoles). • Be able to make judgments in order to stay safe, whilst communicating with others online. • Know how to respond, if asked for personal information or feel unsafe about content of a message. • Identify dangers when presented with scenarios, social networking profiles, etc. • Articulate examples of 'good' and 'bad' behaviour online. Recognise that cyber bullying is unacceptable and the possible consequence i.e. sanctions in line with the school's policy and wider society. • Understand that the internet contains fact, fiction and opinion and begin to distinguish between them. • Understand the need for caution when using an internet search for images and what to do if they find an unsuitable image. (Use different search engines) • Understand the need to keep personal information and passwords private and secure. .	e-safety rules, Validity, browser, shortcut, consequences and choices, behaviour, secure password, personal information, social media, report, cyberbullying, age appropriate, virus, digital footprint, communicate, collaborate, wiki, forum, blog.

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<tr><td colspan="3" align="center">Upper Key Stage 2</td></tr>
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<td>Year group</td>
<td align="center">Skill / Capability / Concepts / Knowledge
Key skills / Objectives</td>
<td align="center"><strong style="color:#4472C4">Key Vocabulary</td>
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Abide by the school's safer internet rules.
Judge what sort of privacy settings might be relevant to reducing different risks. Understand that if they make personal information available online it may be seen and used by others. – Digital footprint.
Be aware of the potential risk of providing personal information online.
Be able to state the positive and negative impacts of the use of ICT in their own lives and those of their peers and family.
Judge when to answer a question online and when not to.
Know how to be good online citizen and friend, not a 'digital bystander'. Know how to report an incident of cyber bullying.
Articulate what constitutes good and unacceptable behaviour online.
Find and cite the web address for any information or resource found online.
Use different sources to check information found. Recognise why people may publish content that is not accurate.
Know how to create strong passwords and manage them to keep safe.

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<td><strong style="color:#4472C4">Key vocabulary to be used:
Privacy settings, personal information, digital trail, social media, collaboration, content, risk, digital citizen, sources, copyright, plagiarism, publish, password security, virus, hacker, manage</td>
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Find report and flag buttons in commonly used sites and name sources of help (Childline, Cybermentors, etc). Know how to report any suspicions.
'Click-CEOP' button and explain to parents what it is for.
Discuss scenarios involving online risk and what to do if they discover something malicious or inappropriate
State the source of information found on the internet.
Use strategies to verify information, e.g. cross- checking.
Understand that the outcome of internet searches at home may be different than at school.
Know that content put online is extremely difficult to remove.
Understand that copyright exists on most digital images, video and recorded music and may not be copied or downloaded
Recognise the potential risks of using internet communication tools and understand how to minimise those risks (including scams and phishing)

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<td><strong style="color:#4472C4">Key vocabulary to be used:
Report and flag, suspicions, CEOP, risks, real, virtual worlds, sources, digital trail, copyright, DMR- digitally rights managed, scam, phishing, password security, virus, hacker, manage, social media.</td>
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